

**California Department of Education  
Comprehensive School Reform Demonstration (CSRD) Program**

<b>FY 1999-2000 School Level End-of-Year Report</b>
---

(Required by Public Law 105-78,  
the Comprehensive School Reform Act)

Instructions: Complete and submit an original and three (3) copies of the CSRD End-of-Year (EOY) Report postmarked by August 31, 2000, to:

Tomas Lopez, Manager,  
School Reform Assistance Office  
California Department of Education  
721 Capitol Mall, Second Floor  
Sacramento, California 95814

<b>I. General Information</b>		
Recipient District Name  County/District Code	Mailing Address	
Recipient School Name  School Code	Mailing Address	
Model Service Provider's name	Model Service Provider's address	
School Principal	Principal's Signature	Phone #
School Contact Person	Contact Person's Signature	Phone #

(Adapted from Wisconsin's Department of Public Instruction Comprehensive School Reform End-of Year Report, September 1998)

## II. Narrative

Provide a written description of how implementation of your CSRD plan has had an impact on the following areas. Follow the sequence of the boldfaced headings. Responses should be concise and should not exceed two typewritten pages per heading.

### 1. Research-Based Methods and Strategies

- Describe the school's fidelity to replicate the model. Explain any alterations of any model components and any CSRD components not being implemented.

### 2. Program Description (Data Sources and Analyses)

- Provide descriptive characteristics of your school's CSRD implementation throughout the 1999-2000 school year in such areas as staffing, funding sources, and curriculum and instruction.

### 3. Professional Development

- Describe how the professional development has: a) addressed the needs identified in student achievement and other indicators of school performance, and b) supported the measurable goals in the school application that are based on those identified needs. Attach the professional development calendar for the 1999-00 school year.
- List the evidence that demonstrates that classroom instruction, various indicators of school performance, and other aspects of the school program have changed as a result of professional development.
- Describe the adjustments that will be made to the reform design for the 2000-01 school year to improve the professional development component of the program.

### 4. Measurable Goals and Objectives

Use this format on a separate sheet to address measurable goals and objectives (component #4) and evaluation strategies (component #8) in your CSRD application.

1999-00 Measurable Goals and Benchmarks as listed in the CSRD application	Extent Achieved	Revisions/adjustments deemed necessary for coming school year
	<input type="checkbox"/> Fully achieved <input type="checkbox"/> Partially achieved <input type="checkbox"/> Not achieved	

### 5. Support Within the School and District for Comprehensive School Reform Efforts

- Describe the school's internal support that has been generated to maintain this reform design.
- Describe the support and technical assistance that was provided by the district.

- Describe how these school and district-level supports have facilitated implementation of the reform design and had an impact on student achievement and other indicators of school performance.
- Describe the adjustments that will be made to the school's governance for the 2000-01 school year.

#### **6. Parental and Community Involvement**

- Describe how parents and the community have been meaningfully involved in the implementation of your reform design.
- Describe any variations from the reform design for generating and maintaining parental and community involvement.
- Describe any alterations that will be made to the reform design for the 2000-01 school year to involve parents and the community more meaningfully.

#### **7. External Technical Support and Assistance**

- Describe technical support provided by to the school by model providers and other organizations during the 1999-00 school year and how the model provider(s) and these organizations addressed the school's needs and goals.
- Describe how the technical support has had an impact on and/or changed classroom instruction, student achievement, and other indicators of school performance.
- Describe any adjustments to the plan for the external technical support and assistance structure for the 2000-01 school year.

#### **8. Program Evaluation Strategies**

- Compare the student achievement baseline data included in the grant to the data that was collected and analyzed during this school year. What areas of improvement and/or concern are evident?
- Describe the district findings pertinent to the school's implementation of its reform design.
- Describe any modifications of the proposed evaluation of the reform design and student achievement.

#### **9. Coordination of Services and Leveraging of Resources**

- Describe how the district and school are coordinating efforts and leveraging funds to ensure the reform model(s) will be sustained after CSRD funding ceases.
- Complete and attach the fiscal expenditure report forms to this report.

#### **10. Reflections**

- Note overall reflections that the school and district may have regarding the implementation of the reform design.
- Identify any modifications to the CSRD program for the 2000-01 school year.

### III. Comprehensive Design

Research-based models adopted at your school (Check all that apply.)	Components addressed by the adopted models (Check all that apply.)	Enhancement to the Reform Design: Describe research-based strategies/proven methods adopted at your school to enhance the reform design.
<input type="checkbox"/> AS Accelerated Schools <input type="checkbox"/> AC America's Choice <input type="checkbox"/> BAWP Bay Area Writing Proj <input type="checkbox"/> CELL CA Early Literacy Lrng <input type="checkbox"/> CCC CCC Success in Making <input type="checkbox"/> COMP Classrm Organ & Mgt Program <input type="checkbox"/> CES Coalition for Essential Schools <input type="checkbox"/> CNECT Co-Nect <input type="checkbox"/> CK Core Knowledge <input type="checkbox"/> DWK Different Ways Knowing <input type="checkbox"/> DI Direct Instruction <input type="checkbox"/> FOL Foundations of Learning <input type="checkbox"/> HSTW High Schools that Work <input type="checkbox"/> H HOSTS <input type="checkbox"/> IFL Institute for Learning <input type="checkbox"/> IB Internat'l Baccalaurate <input type="checkbox"/> ML Mastery Learning <input type="checkbox"/> MS Micro Society <input type="checkbox"/> MRS Modern Red School-house <input type="checkbox"/> MFCR Motivational Framework for Culturally Respon. <input type="checkbox"/> PS Project STEPS <input type="checkbox"/> RW Roots and Wings <input type="checkbox"/> STRP Strategic Tchg Rdg Prog <input type="checkbox"/> SFA Success for All <input type="checkbox"/> ULC Urban Learning Center <input type="checkbox"/> V Ventures <input type="checkbox"/> LD Locally Developed CSR Design Specify_____	<input type="checkbox"/> Instruction <input type="checkbox"/> Classroom mgt. <input type="checkbox"/> Assessment <input type="checkbox"/> Curriculum <input type="checkbox"/> Technology <input type="checkbox"/> School organ. <input type="checkbox"/> Prof'l Develop. <input type="checkbox"/> SBE content stds	
<input type="checkbox"/> O Other CSR Design Specify_____		

Use additional pages as needed to: 1) Describe any variations that exist between the reform design described in the application and the design that the school has implemented and why these variations occurred; and,

2) identify factors that facilitated the implementation of the design as well as those that hindered the implementation.

#### IV. Task-Timeline Summary – 2000-01

Timeline	Use this chart format to identify the activities and services proposed For the 2000-01 school year.	Person(s) Responsible